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ABSTRACT

The purpose of the Korea/Seadag seminar was to advance the systematic development of nonformal education and to maximize the development of human resources. Specific objectives are related to evolving future programs of nonformal education in Korea and East Asia. The report focuses on participant discussions regarding the conceptualization, programing, planning, and research of nonformal education. Two alternative definitions of nonformal education were reflected: nonformal education as all educational activities other than conventional schooling and nonformal education as an educational function with characteristic attributes. Descriptive accounts of nonformal education programs in the Republic of China, Japan, Africa, Latin America, Korea, and the United States centered on environmental and system conditions and organizational and attitudinal factors affecting the educational process. Recommendations include: further discussions related to conceptual framework, increased private support in developing countries, preparation of highly qualified leaders on a worlwide basis, local planning, increased research (national inventories of private/public training programs and systematic studies of instructional outcomes and cost effectiveness), and the establishment of workable linkages between formal/nonformal education. Seminar program and list of participants is appended. (EA)

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# REPORT
## *of*
# KOREA/SEADAG SEMINAR
## *on*
# NON-FORMAL EDUCATION

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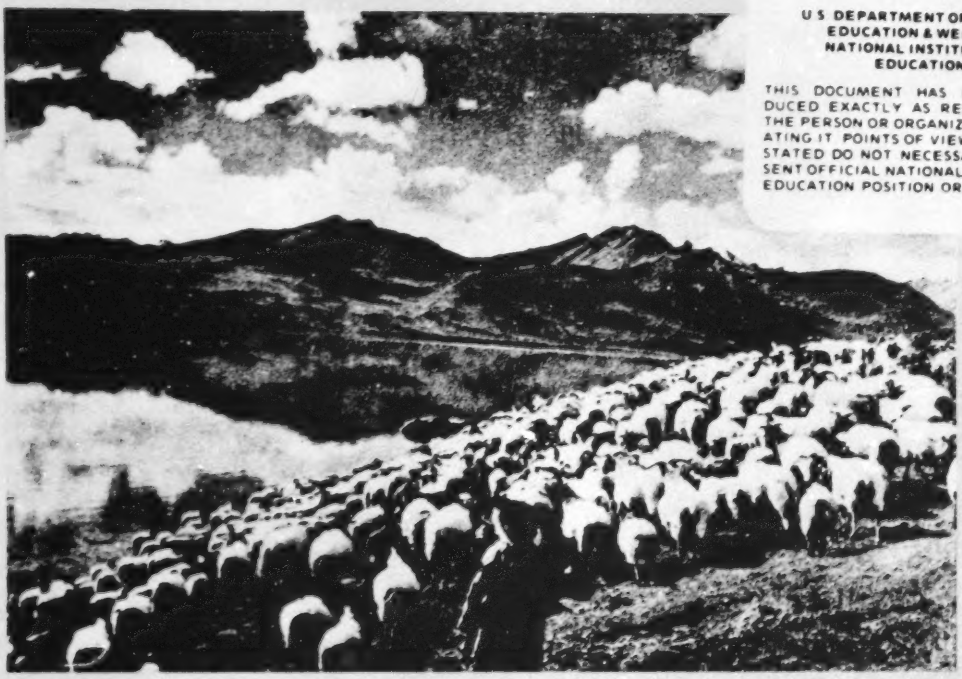

*convened during october 17-20, 1971*

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**CENTRAL EDUCATION RESEARCH INSTITUTE**
**SEOUL, KOREA**

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# PREFACE

Following a similar meeting in Washington, D. C. and in Penang, Malaysia, the KOREA-SEADAG Seminar on Non-Formal Education was held in Seoul October 17-20. This report reveals a most successful academic and professional exchange in Korea.

The seminar included as participants scholars and leaders from various countries with specialists from concerned organizations and institutions. This group attacked a variety of difficult theoretical and practical problems in the design, development and implementation of non-formal education programs.

The opening remarks of Minister Kwan Shik Min, Ministry of Education of Korea and Mr. Michael B. Adler, Director of USAID Korea enabled this meeting to begin thoughtfully.

Functioning as co-chairman, Dr. Cole S. Brembeck, Michigan State University, piloted the sessions with dignity and erudition. Our seminar could not have been held without the assistance and advice of Dr. Charles P. McVicker, Miss Jane Levitt and others from SEADAG.

To express our gratitude fully to all active participants who have stimulated educators and government officials is impossible. There have been many inquiries about the papers and discussions and, notably, much interest in future study.

We do believe that this seminar was an important moment in developing non-formal education, particularly with respect to East Asian nations. In closing, I would like to make particular mention here of my debt to Dr. Charles H. Adair (Florida State University), Mr. Yong-Yun Choi, Mr. Shin-Ung Kang (CERI) and Mr. Aaron Gurwitz (Peace Corps Volunteer) who gave so much of themselves to the preparation of this report.

Hyun Ki Paik

Hyun Ki Paik
Director
Central Education Research Institute

November, 1971

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# I. PURPOSE OF THE SEMINAR

The enhancement of human resources in developing countries is one of the important tasks facing the 1970's. Non-formal education together with formal education systems will play a critical role in strengthening those resources in both advanced and developing countries. With these assumptions the seminars in Penang and Seoul were authorized in Washington. The purpose of the KOREA-SEADAG seminar was to advance the systematic development of non-formal education and to maximize the development of human resources, thus contributing to overall social and economic advancement in developing countries.

Supplementary to this main purpose, the specific purposes of this seminar were as follows:

1) To provide a forum for the exchange of the best available information and ideas on non-formal education with special attention to Korea and East Asia.
2) To draw attention to the importance of non-formal education in national development and evolve future models of non-formal education programs which will be more effective in meeting the needs of the people in Korea and East Asia.
3) To suggest follow-up actions to be taken at the national level such as the organization of national workshops to outline national strategies in non-formal education.
4) To help develop comprehensive action programs of non-formal education in Korea as well as East Asia so that the maximum potential of non-formal education may be realized for national development.
5) To suggest follow-up actions to be taken at the East Asia regional level such as exploring the possibilities of establishing East Asia regional programs or projects for non-formal education.

# II. REPORT OF MEETING

*In preparing this report we have concentrated on the discussions among the participants rather than on the papers presented. Some of the papers have been summarized in detail, especially those describing ongoing programs of non-formal education in China, Japan and Korea, however, since many of the other papers were presented previously at the Washington and Penang meetings, and all of the papers are available, we have devoted the most space to the ideas that were presented, debated or amplified during the discussions.*

## A. The Conceptualization of Non-Formal Education

Several praticipants noted that the discussions were proceeding without a clear-cut definition of non-formal education. Many of the papers seemed to take different points of view, with some presentations including all of the mass media in their conceptualization of non-formal education, and others limiting their field of inquiry to technical skill development outside of formal schools. This led to some communication problems, and participants wondered whether certain problems, and participants wondered whether certain programs could be counted as formal, non-formal or informal. One of the Korean participants pointed out that it was difficult to give exact figures for the financing and scale of non-formal education programs without a clear demarcation of the non-formal from the formal.

Dr. Hiratsuka wondered whether non-formal education was not just another name for the "new education movement" or the educational philosophy of John Dewey. Dr. Han-Young Rim asked whether there was a distinction between formal education and non-formal education in terms of value systems or "learning-by-doing." Neither of these questions were answered.

During the three days of discussions several tentative definitions

of non-formal education were offered. Dr. Steen Mc Call's paper "Non-Formal Education: a Defitnition" suggested that the term should be used to refer to "the entire range of learning experiences outside of the regular, graded school system." Dr. Willis Griffin was unsatisfied with this definition and suggested that it would be more useful to define non-formal education in terms of modes and functions. If we look at education in this way there is a continuum from the most formal classroom to the most non-formal situation in which the students are performing the action they expect to perform in real life.

Most participants were satisfied to continue the discussion without establishishing a precise definition of the term non-formal education, and, in fact, many of them thought it would be a mistake to try to define it at this point. Dr. McCall pointed out that we know too little about non-formal education to define it too closely. Dr. Brembeck asserted that the distinction between formal and non-formal education was not important at all and that we should, rather, recognize that there are a multiplicity of means of education and that "we ought to know the nature and capabilities of all the means of education, in order to decide which is best suited for a particular task." Dr. Brembeck's point seemed to catch the imagination of everyone present, and his way of looking at the means of education served as something of a watchword for the rest of the discussions.

While no one was able to offer a definition of non-formal education which satisfied everyone, the discussions revealed certain general suppositions concerning the nature of non-formal education. These assumptions were reflected in discussions of the differences between formal education and non-formal education, the functions and goals of non-formal education, the advantages of non-formal education, factors affecting non-formal education and the problems facing non-formal education.

One difference between formal and non-formal education, referred to time and time again during the discussions, was that there is time factor was different in each mode. In non-formal education very little gap between learning and doing. This is true of technical skills learned, but it is just as true of attitudinal changes brought about by non-formal education.

The clientele of the two modes are also different. Non-formal education is generally directed at well defined target audience, whereas formal education must deal with large numbers of students from all sorts of backgrounds. Dr. Paik pointed out a related distinction when he noted that only small numbers of agricultural high school graduates in Korea go into farming. In non-formal education participants enter related fields at a much higher rate.

Early in the discussion Dr. Coombs stated that both formal and informal education tend to continue old practices, while systematic non-formal education could break old patterns and stimulate new kinds of behavior. At least, as another participant pointed out, the effect of non-formal education on behavior are more easily verifiable than those of formal education.

In his presentation Dr. Ted Ward pointed out that the functions and goal of non-formal education can be looked at in two ways. Non-formal education can extend the influence of the formal education system or it can provide alternatives to formal education for those who are not reached by the school system.

The extension aspect of non-formal education was discussed in several papers. Jil Hyun Lee of Seoul National University, College of Agriculture noted three ways in which non-formal education can help farmers; it can increase their capacity to adjust to change, it enables them to do research on their own farms, and it has a multiplier effect among non-participants in the villages. The same can probably be said of extension services in many fields.

The non-formal mode can also provide low cost alternatives to formal schools by offering equivalency programs such as Taiwan's "school of the air."

Dr. Bum Mo Chung suggested that the clientele of extension services need not be limited to the lower socio-economic levels, but that non-formal education can also be used to provide inservice and pre-service training programs for leaders in government and industry.

In many LDC's (Less Developed Countries) the largest group not benefiting from the formal education system are the unemployed primary school dropouts. Many of the non-formal education programs described by the American participants were aimed at resocializing this group and providing them with skills.

The Asian participants frequently noted that non-formal education modes can have an effect on culture and values. Specific programs can aim at inculcating values, discouraging decadent trends, creating awareness of such social problems as over-population, teaching self-study habits, helping people enjoy life, creating or preserving a national identity or instilling cross-cultural respect.

Several participants suggested that we should also be looking for ways to utillize the methods of non-formal education in the formal schools, and not limit non-formal education to the out-of-school population.

Almost everyone agreed that non-formal education can be a very efficient delivery system, much more so than formal education. The curriculum of formal schools involves a great deal of unplanned repetition, while in non-formal modes material is presented only until a skill is mastered or some specific objective is reached. In the same way, formal schools may continue to use out-dated methods long after new, more effective modes have been developed. Since most non-formal education programs are relatively short term, new methods and materials can be introduced and used almost as soon as they become available. Non-formal education has a potential for an efficient use of facilities. While formal schools operate only a few hours a day and are closed several months of the year, the use of non-formal education facilities is not limited by traditional schedules.

Dr. Brembeck pointed out that non-formal education is able to deal with individual differences better than formal education. Formal schools must teach masses of students, while non-formal programs generally have specific populations of participants. While formal schools must answer national needs and goals, non-formal activities can fulflll local or individual needs. Formal schools are generally limited to a few types of programs, but non-formal education is like a cafeteria and is able to offer many different programs for many different needs and interests.

Dr. Griffin spoke to the specific advantages of having a university operate a non-formal educational program, but some of the advantages he pointed out apply to programs run by voluntary agencies or to non-formal education in general. In a university operated program the rich resources of the university are made available, indir-

ectly, to the program clientele. University personnel gain valuable and practical experience, and students who participate can develop an understanding of the complexity of the problems they will face after graduation and can be exposed to situations which will help them with career decisions. The learning that takes place in such a university sponsored program is of two kinds. The program clientele learn matters that have an immediate practical application. Students and professors who are providing the training may learn more abstract things such as leadership methods or cross-cultural understanding.

A variety of social and psychological factors affect the development of non-formal education. Dr. Rolland Paulston suggested that the general level of economic development was the most important single determinant of what types of non-formal education programs a given country can use. Dr. Arnold Anderson defined two demographic factors which have created a demand for out of school education: the overall population increase is greater than the increase in in-school population; and many LDC's have been witnessing increased migration to the cities without prospect of immediate employment.

Dr. Anderson also described an environment which would be conducive to the devleopment of non-formal education programs sponsored in the private sector. Some pepole, he suggested, are motivated to seek non-formal education that they think will benefit them, and others must be motivated to provide the kinds of non-formal education that prospective clients would be willing to pay for.

Several of the papers listed problems impeding the development of non-formal education. These problems can be divided roughly into organizational and attitudinal factors.

Among the organizational problems are the lack of funds and the physical and social isolation of the target groups. Non-formal education is not part of a coherent system of education; there is no bureaucratic coordination among the various development sectors. There are also too few leaders in the field of non-formal education. In most countries no single agency is concerned with the development of non-formal education, while most professional educators

are concerned only with formal education. Also, in many countries the introduction of non-formal modes into the formal education curriculum is effectively blocked by entrance examination pressures.

Several attitudinal problems are impeding the growth of the non-formal sector. Non-formal education lacks the prestige of formal schools. Trainees in non-formal programs tend to come from low-ability groups, those who have not been successful in the formal schools. The value and importance of non-formal education is not widely recognized either by economic planners or the general public.

Dr. McCall noted that we have 50 years of study of formal schools behind us, but almost no organized knowledge of non-formal education. This lack of knowledge is, in itself, an impediment to development. Planners lack knowledge of specific, successful programs, and advocates of the non-formal sector are without a solid basis of research findings to support their assertions.

Dr. Wong Kooi Sim and Dr. Brembeck discussed another attitudinal problem area when they pointed out that advocates of non-formal education sometimes place too much faith in the non-formal sector. Dr. Brembeck cautioned against viewing non-formal education as a panacea, noting that some educational messages are best delivered through formal channels.

## *B. Programming of Non-Formal Education*

### 1. China

Two papers were presented that described non-formal education programs in the Republic of China. Describing programs now going on in China, Dr. Chien-Hou Hwang outlined the main goals for non-formal education; and Mr. Chia-Yu Liu presented a detailed description of the "School of the Air" program.

Non-formal education in China has two main goals; providing equal educational opportunities for all and preserving Chinese culture and values. Programs aiming at fulfillment of the first goal are:

a. Special schools for dropouts.

b. Skill development.
c. Literacy classes.
d. Radio broadcast of agricultural training.
e. Mass media.
f. School of the air.

Another set of programs is aimed at preserving culture and values. Many of these are part of the Chinese Cultural Renaissance Movement.

a. Movies and television programs are carefully screened.
b. Organized group activities are aimed at preserving culture.
c. Recreational programs such as films and operas help to reinforce traditional values.
d. The government officially encourages the preservation of folk customs, religious ceremonies and traditional community activities.

In regard to educational broadcasting, China is unique in that the very first television station established in Taiwan was educational. That station devotes one half of this broadcasting time to school related programs, while the other half of the programming is of general interest. Other broadcasting stations are required to allot 20 percent of their air time to educational programs. There are also some radio stations which specialize in educational programs in one particular field. One station is entirely devoted to agricultural educational broadcasting, while a station operated by the police is concerned with legal education and crime prevention.

Mr. Liu's presentation concerning the school of the air stimulated a great deal of discussion. Both Korea and Japan are operating or considering such programs. The original purposes of the school of the air are to provide educational opportunities at reduced cost, raise the general level of education, provide vocational training, and, in the case of the junior normal college of the air, to enhance the ability of elementary school teachers.

The first school of the air program, which has been in opera-

tion for several years, provided vocational high school equivalency education. The admissions requirements for the school of the air are more flexible than those of formal schools, but a diploma from the school of the air is equal to that of a regular school.

Radio lectures, television lectures, personal lectures and correspondence are all used in the school of the air program. Occasionally the facilities of a formal school are used for live, personal lectures, or for students to listen to tapes of lessons they missed or could not understand. These schools are scattered throughout the island of Taiwan.

Operation of the school of the air is centralized on the policy level but produced on local levels. A committee under the Ministry of Education makes general policy for the schools, but lower level committees work up more detailed plans in such areas as curriculum and recruitment of students.

The school of the air program is being expanded and this year new programs will begin to offer academic high school equivalency education and courses on the junior normal college level. Forty out of a total of 148 normal college credits can be taken through the school of the air. A university of the air is also planned. This program is based on the assumption that there are many college bound high school graduates who have not yet entered college. These students can take courses through the university of air and will receive credit after they have entered a regular university. During the first year eight such courses will be offered.

2. Japan

Dr. Hiratsuka began his presentation by listing the problems in Japan which may be solved by non-formal education programs:

a. Increase in the number of the aged demands special education.

b. The rise of the nuclear family and the decline of the extended family call for non-formal education programs to replace some of the teaching which formerly took place in the home.

c. The large number of young people in urban areas has a great deal of leisure time.
d. In-service retraining for older workers is needed in many industries.
e. Programs must be developed to train future farmers to replace older people on the farms.
f. Non-formal education programs may help to ease the abjustment to the post-industrial society.

Dr. Hiratsuka then went on to describe some of the non-formal programs presently going on in Japan.

a. Training programs for parents of infants and young children.
b. Organized cultural activities for children.
c. Vocational education and cultural programs for working youth.
d. Special agricultural extension programs for young farmers .
e. Enrichment programs for the common man.
f. More programs for the aged.

Later in the program Dr. Hiratsuka mentioned that a reorganization plan for the formal education system in Japan has been submitted to the Ministry of Education. This plan calls for greater individualism in formal education, and it is hoped that this will help introduce some non-formal modes into formal education.

Mr. Rentaro Ohno presented a two part paper describing educational television in Japan. The first part dealt with the organization and programming of educational TV, and the second part presented some research results showing the effectiveness of educational broadcasting and also discussed research related to the possible negative effects of heavy television watching. The second part of Mr. Ohno's paper will be discussed later.

All television stations in Japan are required to devote a certain amount of time to educational and cultural broadcasting. However, since private networks are very sensitive to rating competition, only the government owned NHK can afford to devote considerable resources to the production of the educational programs.

Educational broadcasting is coordinated with other educational systems through the Ministry of Education. In the field of agricultural broadcasting a special MOE committee regulates the programming. This committee consults with experts from the agricultural industry and from the field of agricultural education.

After describing the general organization of educational television in Japan, Mr. Ohno went on to list some of the programs:

a. General educational programs.
b. Foreign language programs (English, German)
c. Science programs.
d. Industrial and vocational educational programs.
e. Special education programs (such as programs for the deaf)
f. Programs related to schools
g. Programs for women (The networks encourage group watching of these programs and discussions after the broadcasts.)
h. Programs for youth.
i. Programs related to infants and children.

Japan is also planning to begin a University of the Air. The courses will be for credit, and enrollment will be open to all.

In response to questions from several participants, Dr. Hiratsuka listed some of the problems facing non-formal education in Japan. The greatest problem, he said, was financial. The budget for the Social Education Bureau of the Ministry of Education, which is responsible for the government's non-formal educational activities is very small. But, Dr. Hiratsuka reported, it is increasing rapidly. He also said that contributions from other government departments involved in non-formal education, such as the Ministry of Agriculture and Forestry and the Ministry of Labor, is relatively small. Another problem Dr. Hiratsuka mentioned was the lack of leadership for non-formal education programs, Observation teams from Japan are being sent abroad to see how other nations produce leadership for non-formal education.

Dr. Steen McCall and Hong Woo Lee pointed out that the report of non-formal education concentrated on government activities only. They suggested that more attention be paid to possible contributions from the private sector.

3 . Korea

Six papers were presented describing non-formal education in the Republic of Korea. Dr. Hyun Ki Paik and Prof. Jil Hyun Lee presented papers mostly concerned with evaluation, and these two papers will be discussed in more detail later. The other papers were descriptive of on-going programs, and taken together they provided a broad outline of most of the non-formal education activities now going on. The programs can be roughly divided into four main areas; adult education, agricultural training, vocational training and voluntary agency activities.

The first post-liberation adult education program in Korea was a wide spread literacy campaign, which was largely successful. Since that time the meaning of adult education has expanded and today many programs are being carried out.

a. Village libraries, supported by local people with some help from outside provide an important stimulus for rural development.
b. YMCA and YWCA leadership training programs help produce leaders for non-formal education activities.
c. Educational programs for mothers help women adjust to modern society by providing training in home management and child care.
d. School-community cooperation is the basis for many adult education programs.
e. A wide variety of radio programs provide educatinal opportunities.
f. The armed services of the Republic of Korea provide a variety of educational services for their members. Along with service related skill training, the military also operates remedial literacy classes and offers agricultural education for men about to leave the service.

All agricultural extension activities in Korea are operated by the rural guidance system of the Office of Rural Development. Farmer-participants come from varied backgrounds, so special training is required for rural guidance personnel. Both pre-service and in-service training for personnel are operated by the Office of Rural Development. There 6,000 rural guidance workers in Korea, but most of them do not come from backgrounds in agricultural education and there is a 10 percent annual turnover rate. This reflects the low morale among non-formal educators in Korea.

Various programs are operated simultaneously by the Office of Rural Development extension network: farmer training, volunteer leader training for cooperative production, special farm machine and management training for rural youth and informal free discussions with rural guidance personnel. Winter training programs concentrate on encouraging cooperative production. Special programs are offered for farmers in special crop production areas and relatively long term training is offered to help develop rural side-job activities.

Educational broadcasting, directed at farmers, is also produced by the Office of Rural Development. Tapes are made by ORD distributed and to local broadcasting stations. These programs emphasize family life and agricultural techniques with some entertainment interspersed.

Vocational training programs run by government agencies are coordinated by the National Manpower Development Committee under the Deputy Prime Minister and the Minister of Scin ence and Technology. There was some disagreement among Korean participants regarding the quality of the cooperation. Some held that coordination was good on higher levels, but that it broke down on lower operational levels. Other participants held that there was inter-ministerial rivalry on all levels.

The Office of Labor Affairs, the Ministry of education, the Veterans Administration and the Ministry of Commerce and Industry all operate vocational training programs. The Ministry of Commerce and Industry's programs concentrate on producing skills needed by export industries and the Veterans Administration programs are, naturally, for the benefit of veterans and their

families. The Ministry of Education vocational training program is part of a system of special schools which offer job training along with middle school and high school equivalency courses. Mr. Yoon Tai Kim reported that vocational training component of this MOE program did not always reflect the manpower market, and as a result, graduates had difficulty finding employment.

Dr. Robert Morgan singled out the OLA vocational training program for its realistic approach and imaginative operation. The Office of Labor Affairs regulates the scope of training, subject matter, practical teaching techniques, training periods and the quality of the facilities of the programs under its auspices. However, the regulations are flexible and are administered in light of the realities of economic development and the condition of the labor market.

Four types of training programs are administered by OLA:

a. Skill training.
b. Training for vocational education instructors.
c. Training for supervisors.
d. Training for management.

Several participants asked about the contribution of the private sector to vocational training, which was mentioned in none of the reports. Statistics relating to this sector are available from Office of Labor Affairs.

As in other developing countries, youth service activities play an important role in providing non-formal education. Manpower for the literacy movement was provided largely by high school and college students. At the present time a large number of private agencies support and/or administer youth service programs. Among them are the YMCA, YWCA, the Boy Scouts and the Girl Scouts, Pax Romana, the United Nations Student Association, Moral Rearmament, the 4-H and the Junior Red Cross. Many others were mentioned by Dr. Myong Won Suhr.

Dr. Hyun Ki Paik's paper dealt, in part, with some of the problems facing non-formal education in Korea. A large part of the Korean population is not reached either by formal or non-formal education. The greatest obstacle to the solution of this

problem is a lack of funds for support of non-formal education activities. As in Japan, the Social Education Bureau budget is relatively small. While other agencies make an important contribution to the financing of non-formal education, the total is not nearly enough to provide the number of programs that are needed now.

Another problem that was mentioned was the low prestige of vocational training. The credentials provided by formal schools carry great weight in Korea, so the morale of both trainees and instructors in non-formal education programs is relatively low.

Also, while high quality agricultural high schools could play an important role in the process of farmer training, the poor quality of these schools in Korea limits the effectiveness not only of the formal system, but of non-formal education as well.

4. University of Kentucky

Dr. Myong Won Suhr pointed out in his paper that entrance examination pressures effectively block the inclusion of a non-formal component in the secondary school curriculum. In an earlier session, Dr. Griffin suggested that changes at the highest level of formal education might be the most effective way of bringing about changes on all levels. Thus, the operation of a non-formal education program by a university might serve as a way of both providing a good non-formal education program for those who need it and, at the same time, introducing a non-formal component into the formal education curriculum.

The University of Kentucky's Eastern Kentucky Resource Development Project operates several types of non-formal activities, such as:

a. Business management programs
b. Tourism development programs
c. Encouragement of industrial development
d. Encouragement of the desire for vocational training
e. Public affairs education
f. Demonstration programs in such areas as nutrition and home winterizing
g. Organizing committees for mobilizing cooperation

h. Training sub-professional development workers for hard-core poverty areas

Most of these programs have been operated by professors and other university personnel, but student participation in architecture and community health programs has been successful.

5. National Youth Service Programs

In his analytic paper on planning non-formal education programs in less developed countries, Dr. Paulston illustrated his ideas by applying them to National Youth Service programs in three African and two Carribean countries. In Africa the program provides systematic vocational training for unemployed primary school leavers, following up with job-placement services, while at the same time it contributes to capital development. In these countries the cost per participant in the national youth service program was roughly equal to the cost per student in formal secondary schools. In this case non-formal education is distinctly an alternative to the formal sector.

In the Carribean the goals of the national youth service programs are different. Confronted with the problem of alienated, out-of-school unemployed youth, the Jamaican government uses the program as a tool for character building, remedial socialization and citizenship training. The program's budget is not large enough to provide specific occupational training, and so the program concentrates on basic agricultural skills, remedial literacy, civic education and some on-the-job training. The Cuban program concentrates on agricultural training and the indoctrination of youth who grew up in pre-Castro Cuba.

While Dr. Paulston was not advocating this specific type of program in any country, several Korean participants seemed interested in National Youth Service for Korea.

6. Other Programs mentioned by Participants

Dr. Wong Kooi Sim spoke about the role of non-formal education in Malaysia. In Malaysian formal schools there is an automatic promotion system. It is assumed that everyone has nine

years of education, and that anyone who drops out of the formal system will be helped by the non-formal system. He used this as an example of over-dependence on the non-formal sector.

Dr. Coombs mentioned an elementary school in Java where the students operate an agricultural cooperative. They produce crops and eggs and market them themselves. This, he said, was a good example of integration of formal and non-formal components.

Dr. Morgan spoke about several programs. The Government's literacy program in Guatemala has been a failure, according to Dr. Morgan, because rural Indians in that country have needs which precede literacy. As example of successful non-formal education programs he mentioned the use of military personnel in Iran where members of the armed forces perform a variety of community development activities in rural areas. Brazil's use of a geostatic satellite to bring educational programs to the interior provided another example of a successful program.

Many participants were interested in what non-formal education had to offer in terms of creating values and awareness of social problems. Only one program of this type was mentioned. Dr. Morgan reported that a U. S. Air force program for traffic safety was successful in producing a change in verbally expressed attitudes toward driving. The medium used for this program was a series of programmed films. The attitudinal factor was revealed by empirical investigation as the most important determinant of traffic accidents.

### C. *Planning of Non-Formal Education*

Most of the American participants were interested, in one way or another, in techniques for planning successful non-formal educational programs. Several guidelines and two step-by-step strategies for planning were offered. However, before describing these, it is important to mention the position held by Dr. Arnold Anderson.

Dr. Anderson's position can be divided into two parts. First, he held that any planning of non-formal education would be a mistake, and secondly, that governments should concern themselves

with creating an environment which encourages the development of non-formal educational activities offered by the private sector.

Systematic non-formal education is, according to Dr. Anderson, a contradiction in terms. He holds that predictions of manpower needs are almost always wrong. He is also opposed to planning on the local level since in developing countries the relative economic position of different regions is changing continually.

Dr. Anderson then went on to list some of the attributes of an environment which would allow for and encourage the development of non-formal education.

a. Widespread general education can support the development of non-formal education.
b. Tolerance of the risk taker is essential.
c. Economic activities suitable for local areas should be encouraged.
d. Don't set up too many certification requirements.
e. Reduce the outlay on free education at the secondary and college level.
f. Spend more money on the higher levels of research in agriculture.
g. Cut the differential in cost per student among the different levels of education.

After some discussion Dr. Anderson qualified his position on planning by allowing that there are a few non-formal education programs which should be encouraged by the government because they are workable, can be extended quickly and people have proved willing to pay for them.

Other participants were unanimous in emphasizing the need for some sort of planning of non-formal education. Dr. Ward assumed that any educational experience is planned by someone. Dr. Coombs pointed out that we are not yet at the point where we can plan a whole "system" of non-formal education, but that our concern at this point is with planning specific programs. Dr. Morgan noted that we cannot expect that the private sector will provide humanistic enrichment programs of non-formal education, but that such programs are urgently needed in a rapidly changing environment.

Dr. Morales called for planning in less developed countries because in many such countries financial resources, needed by non-formal education, are assigined to less deserving sectors, and Dr. Hiratsuka asserted that in a democratic society we need not fear government support and operation of non-formal education activities.

In his paper Dr. Paulston outlined the areas in which educational planning could be helpful to leaders in developing countries. Educational planning can define alternative educational objectives for development, design non-formal education programs and analyze the relative costs of alternative programs.

Taking a longer view, Dr. Steen McCall hoped that some day one country might assemble all the work being done in many countries and design a model system of education utilzing all the available modes of instruction and learning.

Several participants noted that in many cases educational planning has produced unsuccessful programs. Drs. Coombs and Paulston pointed out some more specific failings of educational planning as it is practiced at present. Planners have been trying to draw up large-scale nation-wide plans for education and have been either ignoring or not giving enough attention to regional differences, the nature of target populations or students' needs. They have been almost solely concerned with the quantitative expansion of the formal system and have not paid enough attention to either qualitative improvement or the development of the non-formal sector.

During the discussions about the planning of non-formal education various participants made suggestions to help guide planners. A collection of these suggestions could be used as a series of aphorisms for planners of non-formal education.

a. There are a multiplicity of means of education, a multiplicity of educational messages and a multiplicity of target groups. Planners should choose the best means for delivering a specific message to a specific group.
b. Planners should be aware of what they can affect and what they can't affect.
c. Planners should be aware that different students require different mixes of formal and non-formal education.
d. There is a limit to the amount of education that can be used in a less developed country at a specific time.

e. We must analyze alternative programs on the basis of social reality.
f. When analyzing social situations for educational planning, we must take into account all levels of production, especially the smallest.
g. We don't know what will change people's attitudes.
h. If we follow the advice of experts in producing specific skills, we may find ourselves producing skills for which there is no market. We need planning generalists.
i. Instructional planning should follow the principles of effective learning.
j. Formal educators tend to misassess the needs of non-formal education by trying to transfer school-oriented skills into environments where they are not needed (e. g. literacy programs for people whose needs precede the need for reading.)
k. While we don't want a "national system" of non-formal education, government can exploit the programs and systems that already exist.
l. We must be aware of cultural differences when planning non-formal education.
m. We need a conceptual-theoretical framework if we are to be increasingly effective.

The respective roles of national and local planning were mentioned by several participants. It was generally agreed that local planning of specific programs is superior at times because regional differences are wide, even within one country and also because it is usually easier to establish inter-agency cooperation at lower levels. However, there is an important role for national level organizations. National officials can encourage cooperation at lower levels. Also, national agencies can support the work of local non-formal education programs. An example of the latter is agricultural research at universities or research stations which can provide material for local extension services.

Two general procedures for the planning of non-formal education were described. Listing four steps for effective planning, Dr. Coombs' suggested procedure was general.

a. Diagnose a particular area.
b. Describe the needs and objectives of priority clientele.

c. Design the delivery system.
d. Implement, evaluate and adapt the system.

Dr. Ted Ward's procedure was rather more detailed. It begins with the assertion that a well planned program should follow the criteria for effective learning:

a. The educational goals should be relevant to social values.
b. Instruction should accommodate itself to the cognitive style of the learners.
c. Instruction should accommodate itself to the pedagogical expectations of the learners.

Dr. Ward then went on to outline a 10 step procedure for planning an effective non-formal education program.

a. Specify the learning to be achieved.
b. Describe the target population in terms of the criteria for effective learning.
c. Specify the specific instructional tasks .
d. Specify the support and management tasks.
e. Specify the level of performance to be obtained in each skill being taught.
f. Prepare the instructional materials
g. Design evaluative procedures
h. Train the human resources
i. Operate the system
j. Evaluate the learning

While Dr. Paulston did not present a complete set of procedures for planning a non-formal program he did mention a series of considerations for assessing the realism of alternative programs. Planners should consider alternatives in terms of manpower requirements, social demand for education, cost-benefits and ideology.

Beyond these guidelines and procedures, two specific recommendations were made by participants during the seminar. It was suggested that skill and training standards for vocational education be established by a single agency. Another point, mentioned by quite a few participants, was that agricultural high schools and universities tend to become irrelevant if they are not linked to an extension system. Unless there is feedback from the farms to the schools the research

done by professors and teachers will bear no relation to the needs of the national economy.

### *D. Research related to Non-Formal Education*

In their papers describing on-going programs of non-formal education representatives of China, Japan and Korea offered some evaluative measurements. We will present a summary of some of those results here.

1. China:

Mr. Liu and Dr. Hwang presented the results of follow-up studies on graduates of the School of the Air. It was shown that previously unemployed participants got jobs, and that those who were employed before participation increased their earning power. The survey showed that there were no significant differences between School of the Air graduates and graduates of regular formal schools.

2. Japan:

The second part of Mr. Ohno's paper contained a great deal of data on participation in educational television programs. Each program is viewed by an audience averaging 800,000. Mr. Ohno also noted the results of studies of the effectiveness of educational television. One study showed that exposure to a series of educational programs had an effect on the cognitive methods of a group of elementary school students. Other studies have shown that exposure to broadcast educational programs has a marked effect on linguistic characteristics and the spread of new fashions. Studies of the effects of heavy television viewing have shown that there is no measurable negative effect of intensive exposure to the medium.

3. Korea:

Prof. Jil Hyun Lee's article was entirely devoted to a study

of the relationship between farmers' level of education and their income and managerial efficiency. One part of the paper dealt with a comparison of participants in farmer training programs and non-participants. It was found that participants' mean income per farm was ₩133,625 while non-participants earned only ₩ 88,056 per farm. Improved management was indicated by marked differences between participants and non-participants in work days per unit of land, yield of rice per unit of land and commercial index. Professor Lee also found that farmers with more formal educa tion tend to take part in extention activities more frequently than those with less formal education. This tends to support Dr. Anderson's supposition that a high level of general formal education is an environmental factor which can support the development of non-formal education.

Mr. Yoon Tai Kim reported on a study of the financial return rate for vocational education. This rate was measured at 15 percent. However, the rate was found to fall rapidly when training periods exceeded six months or praticipants had more than a middle school education.

In his paper Dr. Ted Ward mentioned a series of psycholo gical and sociological studies which should prove helpful to planners in describing specific target populations in terms of the criteria for effective learning. Among the psychological studies were papers on the rates and patterns of physical growth, emergency reactions (these studies can help the planner and instructon meet the target group's pedagogical expectations), conservation (studies show that concrete cues and do-it-yourself activtiesare important for unschooled groups), animism (these studies can facilitate the integration of novel elements into the mainstream of the receiving culture), and intelligence (this is an important factor in formal education, but its relevance to non-formal education is uncertain).

The sociological studies mentioned by Dr. Ward included work on motivation for learning(this can help in the seiection of participants), effectiveness of instructional media, diffusion of innovation studies (selection of participants), social sex roles, classroom structure (formal structure has been shown to bemore effective with culturally deprived groups), and elaborated and

restricted codes (teachers must appreciate the students' communication codes, considering such things as extent of vocabulary and syntactical structures).

Instead of reading his paper during the seminar, Dr. Coombs described the study he is presently undertaking for the World Bank and UNICEF. The focus of the study is on non-formal education for rural development where the programs are directly connected with production and employment. UNICEF is particularly interested in youth programs, elementary education equivalency programs, pre-employment programs and environment improvement programs for out-of-school youth between the ages of 10 and 18.

As a conceptual framework for this study Dr. Coombs' group has chosen the conceptual systems analysis approach. He presented the hypothesis that many programs have been planned without the systems analysis approach and that this may account for some of the failures. This approach, which Dr. Coombs visualizes as a "wide angle lens" considers not only the internal aspcets of any given program, but also the linkages to other educational operations and the socio-economic context in which the program takes place.

As an example of this approach Dr. Coombs described a hypothetical study of a farmer training program. He began by asserting that a non-formal educational program must be viewed both as an economic input and a part of a larger educational system. We must look at the whole educational delivery system including agricultural colleges, the recruitment of teaching personnel, the preparation of training materials and broadcasting directed to farmers. At the same time we must take the country's development strategy into account considering the economic background, human resources and target group's preparation for change.

Finally Dr. Coombs listed three of the most important problems to be investigated during the course of the study.

- How do you diagnose a given rural area before deciding what non-formal education inputs are required?
- What is the best delivery system to fit the situation?
- How do you integrate this delivery system with other pa-

rallel educational systems in the area?

The discussions at the seminar generated many comments on the need for further research in the area of non-formal education. This need was summarized by Dr. McCall when he pointed out that we have 50 years of study of formal education to aid non-formal mode.

Dr. Hong Woo Lee said that he plans to conduct an extensive survey of private and public training programs and institutions with particular emphasis on staffing, programs, learning processes and costs. Dr. Paik noted that a similar study had been done by CERI but that more work was certainlv needed in this field. He especially urged that evaluations of the effectiveness of many on-going non-formal programs in all areas be carried out, and that these studies approach the field on a case-study basis.

Dr. Paik also urged that studies of the cost-effectiveness of non-formal education be started soon. He called for the development of a uniform type of cost-effectiveness analysis that could be used throughout East Asia.

After presenting his paper Professor Jil Hyun Lee mentioned some questions for further study in the area of agricultural education. Among the questions he proposed to study were:

- Which farmers are the best for changing Korean agriculture?
- Why were some farmers educated and others not?
- How do educated farmers respond to the uncertainties of price, cost and weather?
- What are the major criteria for allocating industrial education (urban-rural, formal, non-formal)?

Other participants mentioned specific areas in which research results were lacking.

- There is insufficient data on educational finances over a number of countries.
- We need information about marginal urban areas ("ruban" areas) around large cities. Many participants agreed with Dr. Bum Mo Chung that these areas were becoming the "biggest headache."

- Dr. Ward suggested that the variable "how much is planning centralized or decentralized" be included in future studies of non-formal education.
- Dr. Ward also suggested that future studies of farmer training attempt to measure the satisfaction which farmers receive from training, regardless of their economic gains.

### E. Summary

To conceptualize non-formal education, while vexing to dynamic practitioners, is important both academically and practically. The concept of non-formal education must be conjunctive. It must convey reliably a clear meaning. Academic papers and seminar discussions revealed two general tendencies in this effort. The first was to define "Non-formal Education" as all educational activities other than conventional schooling and the second was to regard it as an educational function with characteristic attributes. The seminar did not resolve the differences yet the two alternatives are clearly set forth for further examination. The Brembeck suggestion that "we ought to know the nature and capabilities of all the means of education, in order to decide which is best suited for a particular task" artfully aided the seminar participants in making use of both definitions and permitting discussions to proceed fruitfully.

The explication of non-formal education processes and ongoing programs focused attention on the environmental and system conditions within which such processes function. The problems impeding the processes were viewed in terms of organizational effectiveness and attitudes of personnel involved. Problems of a great variety were identified in the descriptive accounts of non-formal education programs in the Republic of China, Japan, Africa, Latin America, Korea and the United States.

The case study type accounts of the many interesting and successful non-formal programs revealed the need for better leadership, coordination, financing and evaluation. Yet this report and the papers presented in this seminar provide a rich set of concrete examples. An examination of these personal and direct

accounts reinforces Dr. Brembeck's suggestion and points to the need for a systematic view of non-formal education for planners, practitioners and evaluators.

Towards the end of conceptualizing this complex area Dr. Brembeck's reflective paper and Dr. Paulston's model are provocative. The empirically defined factors revealed in the accounts of specific programs are quite helpful. The relationships between program experience and subsequent employment, income, conventional school experience, cognitive operations of students' linguistic characteristics, the spread of new fashions (dispositions), reading behavior, managerial efficiency on farms, farm yields, extended social interaction and further self improvement are some of the regularities observed and reported.

Dr. Ward's contribution to approach non-formal education systematically drew on psychological, sociologiaal and anthropological knowledge. Inasmuch as the individual as a learner is so important and the group and cultural considerations so relevant, Dr. Ward's approach is more than refreshing in education. It treats a multidisciplinary subject in a multidisciplinary manner. Dr. Coombs' "wide angle lens" approach is a further contribution, and the use of a conceptual systems approach appears to most promising.

Dr. McCall's observation that compared to the fifty years of research into formal education we are just starting in the non-formal inquiry is reflected in the comments pertaining to evaluating program effectiveness made by Dr. Hyun Ki Paik. Studies in cost-effectiveness, comparative rural-ruban-urban needs and programs, optimum roles for farmers, criteria for specifying industrial education funding, international educational finance, the effectiveness of centralized educational planning and client satisfaction are among the research topics suggested for future study.

The seminar papers and discussions have revealed that non-formal education, in its typical attention to short range, achievable objectives, will define target populations, environmental systems that shape human and organizational behavior and continuous evaluation. So it has employed formative evaluation results (feedback) more than formal education. Non-Formal Education is

not as constrained by tradition or ineffective reward systems found in school programs. The viability and capability of employing new ideas and new technology without social stress is a striking advantage, particularly in attacking the tangled problems of developing nations.

# Ⅲ. RECOMMENDATIONS

Although the seminar was not able to reach a clear-cut conclusion, as Dr. Cole S. Brembeck indicated, the significance of the discussions came not from what was decided, but from the areas of inquiry and directions for investigation which this meeting stimulated.

From the various suggestions and suppositions participants made we can draw out several recommendations:

1. *During the course of the seminar many different positions were taken in regard to the conceptualization of non-formal education. Further discussions are needed in order to produce a concrete and complete conceptual framework for our activities in this field.*

2. *The majority of the participants agreed that in the future government officials all over the world must show greater concern for the financial support of non-formal education. Some governmental support has already been forthcoming, but activities by the private sector have been noticeably lacking in developing countries. There is a great need for programs sponsored or supported by non-governmental or quasi-governmental agencies or institutions such as universities.*

3. *Lack of leadership is one of the greatest problems facing the administration and operation of non-formal programs. We urge that highly qualified leaders in this field be produced by universities on a world wide basis.*

4. *While education by public institutions is an essential part of a national strategy of non-formal education, the majority of participants took the position that contributions from the private sector should be given the greatest consideration in educational planning.*

5. *Planning for non-formal education is started at the local level. Agencies of the central government should allow for, encourage,*

*and lend technical assistance to local planning agencies.*

6. *When producing general plans for education in any country, leaders must realize that there are a multiplicity of educational messages, a multiplicity of means of education and a multiplicity of target groups. The question planners must ask is "What means is best for delivering this message to this group ?" Planning in non-formal education should avoid shotgun approaches.*

7. *Since we have 50 years of research on formal education behind us, but almost no organized knowledge of non-formal education, we urge that educational researchers compile national inventories of private and public training programs and begin systematic studies of the instructional outcomes and cost-effectiveness of non-formal education.*

8. *Finally, the issue of greatest concern for the future is how formal education and non-formal education can be linked into one overall system of education which can serve the needs of a country's whole population. Leaders from both fields must unite to produce overall guidelines for establishing workable linkages between the formal and non-formal sectors, perhaps first with specific target areas, e.g. environmental studies, population education, farmer training programs and urban studies.*

## Appendix 1. Seminar Program

**October 17**

| | |
|---|---|
| 16:00 | Registration |
| 16:50 | Arrival of Minister of Education |
| 17:00 | Opening Remarks by Minister of Education |
| | Remarks by Director, USAID/Korea |
| | Remarks by Chairman, Human Resource Development of SEADAG |
| | Remarks by Director, CERI |
| 18:00 | Dinner —— Minister of Education |

**October 18**

| | | |
|---|---|---|
| | | Chairman: Dr. Masunori Hiratsuka |
| | | Rapporteur: Dr. Jong Chol Kim |
| 09:00-10:30 | Paper 1 | Presentation by Dr. Cole S. Brembeck |
| | Paper 2 | Presentation by Dr. Willis Griffin |
| | Paper 3 | Presentation by Dr. Hyun Ki Paik |
| 10:30-11:00 | Break | |
| 11:00-12:00 | Open Discussion on Presentations | |
| 12:00-14:00 | Luncheon | |
| 14:00-15:30 | | Chairman : Dr. Han Young Rim |
| | | Rapporteur: Dr. Chien-Hou Hwang |
| | Paper 4 | Presentation by Dr. C. Arnold Anderson |
| | Paper 5 | Presentation by Dr. Masunori Hiratsuka |
| | Paper 6 | Presentation by Mr. Rentaro Ohno |
| 15:30-16:00 | Break | |
| 16:00-17:00 | Open Discussion on Presentations | |
| 18:00 | Dinner —— CERI | |

**October 19**

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|---|---|---|
| | | Chairman : Dr. Bom Mo Chung |
| | | Rapporteur: Dr. Jeung Rhee |
| 09:-0010:30 | Paper 7 | Presentation by Dr. Rolland G. Paulston |
| | Paper 8 | Presentation by Dr. Chien-Hou Hwang |
| | Paper 9 | Presentation by Mr. Chia-Yu Liu |

| | |
|---|---|
| 10:30-11:00 | Break |
| 11:00-12:00 | Open Discussion on Presentations |
| 12:00-14:00 | Luncheon |
| 14:00-15:30 | Chairman : Dr. Yung Chung Kim |
| | Rapporteur: Dr. Willis Griffin |
| | Paper 10 Presentation by Dr. Philip H. Coombs |
| | Paper 11 Presentation by Dr. Myong Won Suhr |
| | Paper 12 Presentation by Mr. Joon Kyu Kim |
| | Paper 13 Presentation by Porf. Jil Hyun Lee |
| 15:30-16:00 | Break |
| 16:00-17:00 | Open Discussion on Presentations |

October 20

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|---|---|
| 09:00-10:30 | Chairman : Dr. Tai Si Chung |
| | Rapporteur: Dr. Ki Hyoung Oh |
| | Paper 14 Presentation by Dr. Ted Ward |
| | Paper 15 Presentation by Dr. Robert M. Morgan |
| | Paper 16 Presentation by Mr. Yoon Tai Kim |
| 10:30-11:00 | Break |
| 11:00-12:00 | Open Discussion on Presentations |
| 12:00-14:00 | Luncheon |
| 14:00-15:00 | Chairman : Dr. Alfredo T. Morales |
| | Rapporteur: Dr. Hong Woo Lee |
| | Paper 17 Presentation by Mr. Won Ki Kwon |
| | Paper 18 Presentation by Dr. John F. Hilliard |
| 15:00-15:30 | Open Discussion on Presentations |
| 15:30-15:40 | Break |
| 15:40-17:00 | Summary and Recommendations |
| | Chairman : Dr. Cole S. Brembeck |
| | Rapporteur General: Dr. Charles H. Adair |
| | Reporting of Discussion Dr. Jong Chol Kim |
| | Dr. Chien-Hou Hwang |
| | Dr. Jeung Rhee |
| | Dr. Willis Griffin |
| | Dr. Ki Hyoung Oh |
| | Dr. Hong Woo Lee |
| | Conclusions and Recommendations |
| | Closing Remarks Dr. Hyun Ki Paik |

## Appendix 2. List of Papers Presented

Papers

1. "The Strategic Uses of Formal and Non-Formal Education"
2. "Non-Formal Education Responsibilities of a Formal Education"
3. "Non-Formal Education in Korea: Programs and Prospect"
4. "Problems of Integrating Formal and Non-Formal Education"
5. "Non-Formal Education in Japan: Programs and Prospect"
6. "The Effects of Educational Television Program in Japan"
7. Planning Non-Formal Educational Alternatives: National Youth Service Organizations in the LDCs"
8. "Non-Formal Education in Taiwan, Republic of China"
9. "A Working Paper of Non-Formal Education in Taiwan, Republic of China"
10. "The Planning of Non-Formal Education: Some Initial Thoughts"
11. "Adult Education Programs in Korea"
12. "Programs and Prospects of Rural Guidance Programs for Agricultural Development"
13. "Economic Value of Farmer's Education in Korea"
14. "Effective Learning in Non-Formal Modes"
15. "Educational Technology and Educational Reform as related to Non-Formal Education"
16. "The Present Status and Some Problems of Vocational Training in Korea"
17. "Coordination of Human Resource Development as related to Non-Formal Education in Korea"
18. "Elements of an Action Program in Non-Formal Education"

Appendix 3. Names of Participants

***Participants from the United States of America***

| | |
|---|---|
| Cole S. Brembeck | Director<br>Institute for International Studies<br>in Education<br>Michigan State University |
| C. Arnold Anderson | Director<br>Comparative Education Center<br>Graduate School of Education<br>University of Chicago |
| Philip H. Coombs | Vice Chairman<br>International Council for Educational<br>Development<br>New York |
| Willis Griffin | Director<br>Office of International Education Program<br>University of Kentucky |
| John F. Hilliard | Director<br>Office of Education and Human Resources<br>Technical Assistance Bureau<br>Agency for International Development<br>Washington, D. C. |
| W. Steen McCall | Deputy Director<br>Office of Education and Human Resources<br>Technical Assistance Bureau<br>Agency for International Development<br>Washington, D. C. |
| Rolland G. Paulston | Professor<br>School of Education<br>University of Pittsburgh |

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|---|---|
| Ted Ward | Professor<br>College of Education<br>Michigan State University |
| William M. Williams | Chief, Education Division<br>Office of Technical Services<br>Supporting Assistance Bureau<br>Agency for International Development<br>Washington, D, C. |
| Manzoor Ahmed | Secretary<br>International Council for Educational Development<br>New York |

***Participants from the Republic of China***

| | |
|---|---|
| Chien-Hou Hwang | Chairman<br>Department of Educational Psychology<br>National Taiwan Normal University<br>Taiwan, Republic of China |
| Chia-Yu Liu | Director<br>Department of Higher Education<br>Ministry of Education<br>Republic of China |

***Participants from Japan***

| | |
|---|---|
| Masunori Hiratsuka | Director General<br>National Institute for Educational Research, Tokyo, Japan |
| Rentaro Ohno | Head of Planning Section<br>National Institute for Educational Research, Tokyo, Japan |

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| Kihei Koizumi | National Institute for Educational Research<br>Tokyo, Japan |

***Participant from the Philippines***

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|---|---|
| Alfredo T. Morales | Director<br>Asian Institute for Teacher Educatiors<br>University of the Philippines<br>Quezon, Philippines |

***Participants from SEAMEO***

| | |
|---|---|
| Wong kooi Sim | Chairman, Educational Research Unit<br>SEAMES, Bangkok, Thailand |
| Eng Choon Khoo | Assistant Director<br>SEAMES, Bangkok, Thailand |

***American Participants in Korea***

| | |
|---|---|
| Charles H. Adair | USAID/Korea |
| Nicholas DeWitt | Adviser to Ministry of Science & Technology, Korea |
| Donald K. Hess | Director<br>Peace Corps in Korea |
| Robert J. Keller | USAID/Korea |
| Robert M. Morgan | USAID/Korea |
| Bascom H. Story | USAID/Korea |
| George C. Worth | Representative<br>Population Council in Korea |

***Korean Participants***

| | |
|---|---|
| Bom Mo Chung | Director<br>Korean Institute for the Research of Behavioral Sciences |
| Jae In Chung | Director, Central Audio Visual Center |
| Woo Hyun Chung | Professor, Korea University |
| Tai Si Chung | Secretary General<br>The Korean Federation of Education Associations |
| Jong Chol Kim | Professor<br>College of Education, Seoul National University |
| Joon Kyu Kim | Chief, Development & Guidance Section<br>Office of Rural Development |
| Kyu Taik Kim | Professor, Sung Kyun Kwan University |
| Sung Il Kim | Dean, College of Education, Chung Ang University |
| Syng Han Kim | Chief, Section of Editorial Writers<br>The Joong-Ang Daily News |
| Yoon Tai Kim | Director, Development & Guidance Bureau<br>Manpower Development Research Institute |
| Yung Chung Kim | Dean, Graduate School, Ewha Womans University |
| Yung Shik Kim | Professor, College of Education Seoul National University |

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|---|---|
| Oh Byung Kwon | Congressman, National Assembly, Korea |
| Won Ki Kwon | Director, Office of Manpower Development<br>Ministry of Science & Technology |
| Byung Choon Lee | Chief, Agriculture and Information Center<br>Office of Rural Development |
| Hong Woo Lee | Professor, College of Education<br>Seoul National University |
| Hyo Chai Lee | Professor, Ewha Womans University |
| Jil Hyun Lee | Professor, College of Agriculture<br>Seoul National University |
| Chon Suk Oh | Ex-Minister of Education |
| Ki Hyoung Oh | Professor, Yonsei University |
| Seong Shik Oh | Director, Social Education Bureau<br>Ministry of Education |
| Hyun Ki Paik | Director, Central Education Research Institute |
| Jeung Rhee | Professor, Korea University |
| Han Young Rim | Professor, Sung Kyun Kwan University |
| Hae Kyun Song | Professor, College of Agriculture<br>Seoul National University |
| Myong Won Suhr | Dean, College of Education<br>Seoul National University |